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## State of Modern Education in Nigeria

### Abstract

Education is an ever evolving system, taking cues from past success to help educate future generations. With so many different views and influences contributing to modern education standards, it can be easy to lose the sight of where education should go and what it should be achieving. Education is thought to benefit more than the individual, it contributes to society's structure, and with this in mind does this apply to modern day Nigeria? Education today in Nigeria is no longer the most important and influential institution in the society. The previous belief that educational system is sole built to produce a meritocracy where individual promise is acknowledged and developed through academic achievement is now a mirage. Our modern society is one that is globalised and is based on information and innovation, and they, in turn are highly knowledge intensive. Education's role in modern society is of great importance, the quality rather than the quantity should be the governments' focus. However, in many developing countries the policy makers are opportunists and barely literate. There has been much emphasis placed on the building of universities. The education of citizens is low on the list of priorities. The most basic educational aids such as books and facilities are generally of low quality and in many cases lacking. In the modern society stable jobs with predictable careers are disappearing. They are being replaced by "flexible labour". Nigeria needs more or less radical reforms, and there should be support for curriculum development and experiment. We all need to come together and figure out how we can change students' minds and make them want to learn. The problems of teaching, the recruitment to, and the attitudes toward education in Nigeria are deeply embedded in a wider social context and are not amenable to easy one-off solutions.

Keywords: modern education, Nigeria, inadequate funding of education, school education

### Introduction

The term modern world simply means the circumstances and ideas of the present age; in times like these. Education on the other hand, is knowledge gain. Education gives us knowledge of the world around us and changes it into something better (Doumbia, 2013). It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. Information cannot be converted into knowledge without education. Education makes us capable of interpreting things, among other things. It is not just about lessons in textbooks. It is about the lessons of life (Doumbia, 2013).

Better education is very necessary for all to go ahead in the life and get success. It develops confidence and helps in building personality of a person.

School education means a lot in everyone's life as it facilitates our learning, knowledge and skill. It completely changes our mind and personality and helps us to attain the positive attitudes. We must give importance to education than other targets in life as it is the only source of real happiness in our life.

It's a fact that the new generation (Y Generation, Millennia's) has a more positive outlook on life because they are exposed to diversity not only in their communities but also through media. Their preference for immediate feedback and their interest in interactive information products makes for a mouthful of individuals to compact in our education system of tertiary routine (Meyiwa, 2013).

In such competitive world, it is must for all to have good education. The importance of higher education has become increased in getting good job and position. Proper education creates lots of ways to go ahead in the future. It makes us strong mentally, socially and intellectually by increasing our knowledge level, technical skills and good position in the job.

This creates a conflict of interest considering the fact that some of our young people being the first individuals in their homes to get that degree will soon realize that it is no longer an absolute guarantee of employment (Meyiwa, 2013). The information technology and developments of it thereafter have caused the information that one learns in tertiary to be of little relevance once in the working environment thus putting more pressure on government and education stakeholders to pay attention on skill development and information and knowledge production and generation.

Education is important for a happy and stable life and makes the world a safer and more peaceful place. Education majorly affects our understanding of the difference between right and wrong. An educated person is well aware of the consequences of wrong/illegal actions and he is less likely to get influenced and do something which is not legally/morally right. Presently, these are all lacking in Nigeria (Edogun, 2015).

Also, a number of uneducated people who live a poverty stricken life owning lack of opportunities often turn to illegal ways such as theft and robbery to solve their problems (Edogun, 2015). This is presently very rampant in Nigeria and has led to insecurity of lives and property.

This implies that if you are educated, you are well aware of your rights, the law and responsibilities towards the society. Hence, education is an important factor which contributes in social harmony and peace.

Education is vital for economic growth of the nation and for the economic prosperity of a nation. Australia, USA and Japan are few countries with very high literacy rate and high economic growth. For this reasons we can see that education is vital for the economic prosperity of a nation.

## **Inadequate funding of education**

Under-funding of education has created basis for the authorities of institutions to impose various obnoxious charges and fees on the students. This has been making education the exclusive preserve of children of the few rich and the privileged. Moreover, the sorry state of our institutions, from the primary to tertiary, is not a concern to the governments since members of the capitalist ruling class can afford to send their wards to private schools or abroad to acquire good education (Obire, 2003).

The government does not prioritize the education of the Nigerian youth and does not see education as capable of yielding immediate financial returns like the oil industries and other key sectors of the economy. Therefore, the government invests

less in education and calls on parents to shoulder the huge burden of educating their wards. Education should be the responsibility of government to be paid for from the nation's wealth and not that of the parents who are not economically empowered (Obire, 2003).

Poor funding reflecting poor policy commitment on the part of governments, lack of career structure for research scientists, absent or inadequate reward for research efforts, poor or absent infra-structural facilities, lack of coordinating policies or a policy for the application of valid research findings all together gel to limit education and research output in developing countries. They strongly contribute to the problems of the larger society in Nigeria. Nigeria and other developing countries have largely ignored the call by national and international scientific bodies for increased financial commitments to education and research (Obire, 2003).

The challenges facing education in Nigeria can be met in different ways. Nigeria needs more or less radical reforms, and there should be support for curriculum development and experiment. The reforms should be directed at both the content and framing of the curriculum and at pedagogy, i.e., at teaching methods and the organisation of the learning processes (US Department of Education, National Center for Education Statistics, 1997; 1998; Haber-Schaim et al., 1999; 2002). The challenges facing education in Nigeria are multi-faceted. In addition, those challenges, and the strategies for overcoming them, are perceived differently by the different groups with a legitimate interest in education. The perspectives of the government are often different from those of the educators and parents while the perspectives of industrial leaders are often different from those of environmental activists (Obire, 2003).

Finally, the problems of teaching in schools, the recruitment to, and the attitudes toward education in Nigeria are deeply embedded in a wider social context. These problems cannot be solved simply by reforming schools, teacher training institutions, universities or their curricula (Lederman, 2001; Hubisz, 2003). Precisely because they are so deeply embedded, they are not amenable to easy one-off solutions. The need is for reforms that are context specific, embrace multiple approaches and are implemented over long periods of time. Initiatives will also have to be monitored, and their development and outcomes subjected to on-going evaluation that is informed by evidence and careful analysis (Office of Statistics, 1986).

## **Conclusion and recommendations**

School education means a lot in everyone's life as it facilitates our learning, knowledge and skill. It completely changes our mind and personality and helps us to attain the positive attitudes. Education is thought to benefit more than the individual, it contributes to society's structure. Unfortunately, school education today in Nigeria is no longer the most important and influential institution in the society. The previous belief that educational system is sole built to produce a meritocracy where individual promise is acknowledged and developed through academic achievement is now a mirage. It is therefore important for people to have the capacity to use knowledge and information in a whole range of economic activities. Education's role in modern society is of great importance, the quality rather than the quantity

should be the governments' focus. However, in many developing countries the policy makers are opportunists and barely literate. There has been much emphasis placed on the building of universities on the part of government. More programmes leading to intermediate and high level learning should be in line with the changing world therefore allowing individuals to branch into other spheres such as learner-ships for individuals who are unable to get into universities. The education of citizens is low on the list of priorities and education is grossly underfunded. In the modern society stable jobs with predictable careers are disappearing. Nigeria needs more or less radical reforms, and there should be support for curriculum development and experiment. We all need to come together and figure out how we can change students' minds and make them want to learn. The problems of teaching, the recruitment to, and the attitudes toward education in Nigeria are deeply embedded in a wider social context and are not amenable to easy one-off solutions. The need is for reforms that are context specific, embrace multiple approaches and are implemented over long periods of time.

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